




## Secondary Transition

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and **updated annually** thereafter, the IEP must include—

- Measurable postsecondary goals based on
  - ✓ Age-appropriate transition assessments
    - ☐ Training / Education
    - ☐ Employment
    - ☐ Independent Living Skills, if appropriate
- Transition Services
  - ✓ Courses of Study
  - ✓ Coordinated Set of Activities

IDEA 2004 300.320 (b)



## IEP Transition Components


- ☐ Student is invited
- ☐ Measurable postsecondary goals, updated annually
- ☐ Age-appropriate transition assessments
- ☐ Coordinated set of activities
- ☐ Courses of study
- ☐ Annual IEP goals
- ☐ Outside agency invitation with prior consent
- ☐ Transfer of rights at age of majority



## Age-Appropriate Transition Assessments

Assessments provide ongoing information to develop and write practical and achievable measureable postsecondary goals.

Transition assessments must clearly identify the **strengths, needs, interests, and preferences of the student** as they relate to training/education, employment, and when appropriate, independent living.




## Arizona Career Information System (AZCIS)

<http://azcis.intocareers.org>




## Measurable Postsecondary Goals

By a student's 16th birthday, the IEP must include measurable postsecondary goals in the area of education or training, and employment, and when appropriate, independent living skills.

These goals, updated annually, are based on the results of the assessments and consideration of the student's strengths, preferences, and interests.

I/Richard will work full-time with benefits as a mechanic for Bell Ford after graduation.



## Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Includes a summary of the student's strengths, preferences, and interests as indicated by age-appropriate assessments



## Transition Services

A coordinated set of activities for a child with a disability that . . . are based on the child's strengths, preferences, and interests and are designed to reasonably enable the student to meet the measurable postsecondary goals

Include courses of study



## Coordinated Set of Activities

Coordinated strategies or steps in the plan for adult life that document the effort between school, family, student, and appropriate post-school services, supports, programs, and/or agencies

The coordinated set of activities that need to be addressed in the IEP include:

Instruction	Community Experiences	Employment
Adult Living		
If appropriate		
Daily Living	Functional/Vocational	Related Services



## Courses of Study

The educational plan designed to make the education program relevant and meaningful to the student and motivate the student to complete school

Include high school courses/classes that focus on improving the academic achievement and functional performance of the student to assist her or him in moving from high school to post-school



## Annual IEP Goals

IEP must contain annual IEP goals that will reasonably enable the student to meet his or her postsecondary goals.

### Measurable Postsecondary Goal

I/Richard will work full time with benefits as a mechanic for Bell Ford after graduation.

### Annual IEP Goal

Given reading materials from the workplace, Richard will increase his current reading comprehension level of 1/8 comprehension questions answered correctly to 6/8 as measured by weekly tests.



## Prior to Graduation or Exiting

- ❖ Family Educational Rights and Privacy Act (FERPA)
- ❖ Proof of Disability
- ❖ Summary of Performance (SOP)
- ❖ College vs. High School
- ❖ Students with Disabilities Preparing for Postsecondary Education
- ❖ Vocational Rehabilitation
- ❖ Division of Developmental Disabilities
- ❖ IDEA ➡ Section 504 / Title II ADA





**Thank you for attending!**

For more information contact  
the Parent Information Network  
toll free 1-877-230-PINS or  
PINS@azed.gov  
or visit the PIN website  
www.azed.gov/ess/pinspals  
for the PIN Specialist in your area.



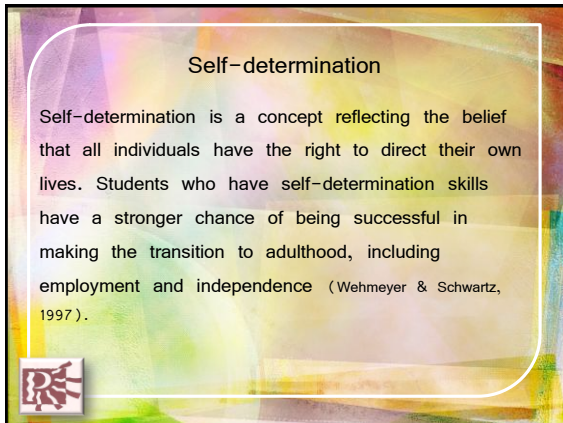
1991 20<sup>th</sup> Anniversary 2011



**Independent Living  
& Self Advocacy**


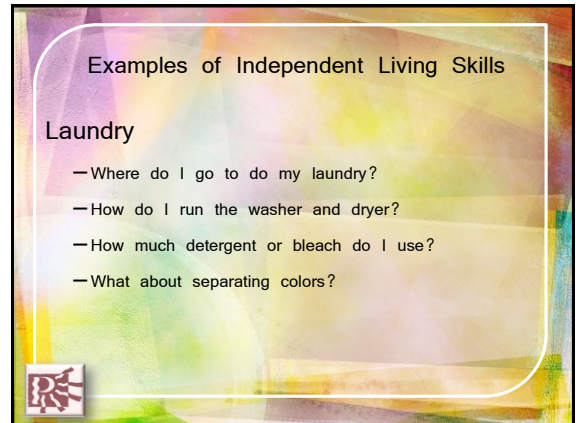


**Pilot Parents of Southern Arizona**  
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**Self-determination**


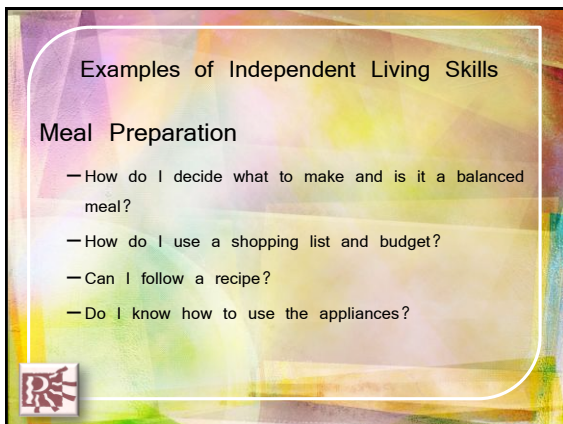
Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence (Wehmeyer & Schwartz, 1997).

**Examples of Independent Living Skills**

**Laundry**


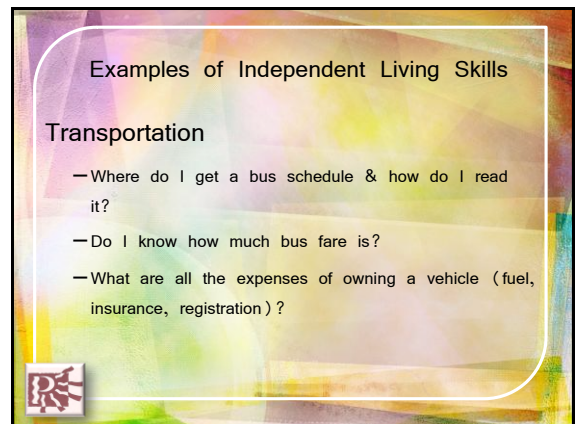
- Where do I go to do my laundry?
- How do I run the washer and dryer?
- How much detergent or bleach do I use?
- What about separating colors?

**Examples of Independent Living Skills**

**Meal Preparation**


- How do I decide what to make and is it a balanced meal?
- How do I use a shopping list and budget?
- Can I follow a recipe?
- Do I know how to use the appliances?

**Examples of Independent Living Skills**

**Transportation**

- Where do I get a bus schedule & how do I read it?
- Do I know how much bus fare is?
- What are all the expenses of owning a vehicle (fuel, insurance, registration)?



## Examples of Independent Living Skills

### Appearance & Hygiene

- Do I know how to keep myself clean and dress appropriately for the weather and situation?

### Living Environment

- Do I know how to keep my living area clean?
- Do I know what cleaning products and equipment to use?



## Self-Advocacy

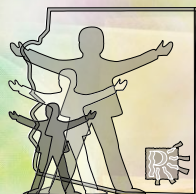
Self Advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions.

(VanReusen et al., 1994)



## Partners in Policymaking

...a leadership and advocacy training program of  
Pilot Parents of Southern Arizona



## Partners in Policymaking

PIP is a free innovative leadership training program designed to provide information, training, resources and skill building so that individuals can become better advocates for themselves or their children.



## Partners in Policymaking

- Training sessions take place one weekend a month for six months
- 2011-2012 program will be held in Tucson
- Participants outside of Pima County may receive stipends for travel, meals and lodging



## Partners in Policymaking

History of the Disability Movement  
Inclusion & Quality Education  
IEP Participation  
Community Supports  
People First Language  
Person Centered Planning  
Assistive Technology  
State & Federal Policy  
Legislative Process  
Planning for Transitions  
Organizing for Change

TOPICS  
INCLUDE





## Partners in Policymaking

### Who should apply?

- Young adults (18-30 years of age) with developmental disabilities
- Parents of young or school aged children with developmental disabilities
- Parents of young or school aged children with special needs other than developmental disabilities



## Partners in Policymaking

To Apply  
download an application at  
[www.pilotparents.org](http://www.pilotparents.org)  
or request a copy at

### Pilot Parents of Southern Arizona



2600 N. Wyatt Drive  
Tucson, AZ 85716  
(520) 324-3150  
Toll Free: 1-877-365-7220



Supporting Arizona families of  
children with disabilities and  
special healthcare needs

## Transition

## Health Care and Transition

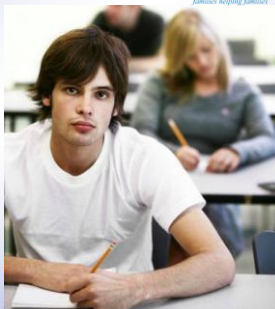
PACER & NCSET Parent Brief:  
Promoting effective parent involvement  
in secondary education and transition



## Incorporate Health Care into the IEP



- Annual goals
- Objectives
- Benchmarks

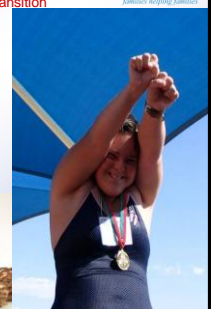


## Health Needs to Consider

PACER & NCSET Parent Brief:  
Promoting effective parent involvement  
in secondary education and transition



1. Good Nutrition Practices
2. Proper Hygiene Practices
3. The effects of alcohol, tobacco, & other substances
4. The Importance of Exercise
5. Reproductive Education



## Successful Health Care Transition\*

**1. Including health-care providers in transition planning**



\*American Academy of Pediatrics (2002) Improving transition for adolescents with special health care needs from pediatric to adult-centered care. Pediatrics, 100(8), 1304-1306

## Successful Transition includes 4 key elements\*


**2. Youth active in health-care decision making**



\*American Academy of Pediatrics (2002) Improving transition for adolescents with special health care needs from pediatric to adult-centered care. Pediatrics, 100(8), 1304-1306

## Successful Transition includes 4 key elements\*

**3. Parents giving more responsibility and independence**



\*American Academy of Pediatrics (2002) Improving transition for adolescents with special health care needs from pediatric to adult-centered care. Pediatrics, 100(8), 1304-1306


## Successful Transition includes 4 key elements\*

**4. Continuity between pediatric and adult health-care**



\*American Academy of Pediatrics (2002) Improving transition for adolescents with special health care needs from pediatric to adult-centered care. Pediatrics, 100(8), 1304-1306

## Emergency Preparation: Medical Info Form



- Work with the child's doctors to complete the form.
- Share copies with teachers, front office staff, bus drivers
- Keep a copy in the care coordination manual, backpack, and give to every caregiver
- Update as needed

Developed by American Academy of Pediatrics & American College of Emergency Physicians

## How Health Care Relates to Employment

- Medication
- Medical conditions
- Limitations



## Getting and Keeping Your First Job



## It All Begins with Self-awareness



- Many youth don't know what their disability is, or haven't practiced telling others about it.
- It is crucial that youth know how their disability affects them in school and on the job.
- [www.askjan.org](http://www.askjan.org) for job accommodations

## Career Planning Before They Start Looking For a Job



### When youth considers:

"What is their dream job?"



### Outcomes:

Helps avoid poor job matches

"What they need to know to do that job?"



Helps improve transition or employment plans such as the IEP

"What classes in school can help them learn the skills they need?"

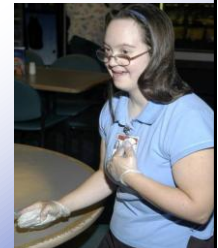


Helps youth see a realistic, step-by-step plan to reach long-term career goals

## Volunteering



Use volunteer experiences to build work skills and improve a resume



## How Families Can Help



Positive family involvement with youth leads to employment and academic success

## Guardianship & Other Options



- We are not *lawyers* and can not give you legal advice
- You should consult an attorney for any legal questions
- *Federal and state laws are subject to change*



## What is a Guardianship?



- Guardianship is when a person is appointed by a court
  - to provide care and make decisions by **informed consent**



## Is Guardianship Needed?



- Is the person at risk of:
  - Being misguided by others
  - Making a decision that could put them in danger
- Are professionals saying:
  - They don't have capacity to make decisions



## Full Guardianship



- The guardian has all of the power over the person making decisions about:
  - Living arrangements
  - Education
  - Social Activities
  - Medical Care
  - Right to marry, and association with others

*This person cannot vote in elections or drive a car*

## Guardianship Papers



- Need to be filed by 18<sup>th</sup> birthday
  - New Law in effect July 20<sup>th</sup>, 2010; Parent's can file when their child is 17 ½
  - Previously court's limit for starting filing was 45 days before 18<sup>th</sup> birthday



## Fee Waivers



- You can obtain paperwork to waive fees at the courthouse
  - Based on the ward's income



## Alternatives to Guardianship



Many families choose the **least restrictive** options regarding guardianship for managing individual's rights to their life decisions.

(Power of Attorney)





## Durable Health Care Power of Attorney



## Durable General (Financial) Power of Attorney



## Representative Payee Money from Social Security



## Selective Service



Thank you!

Raising Special Kids

602-242-4366 or 1-800-237-3007

[info@raisingspecialkids.org](mailto:info@raisingspecialkids.org)

[www.raisingspecialkids.org](http://www.raisingspecialkids.org)

